



JOSEPH S. SHANKLIN ELEMENTARY

121 Morrall Drive
Beaufort, South Carolina 29906

GRADES PK-5 Elementary School

ENROLLMENT 463 Students

PRINCIPAL Rita B. Smith 843-466-3400

SUPERINTENDENT Herman K. Gaither 843-322-2300

BOARD CHAIR Earl Campbell 843-322-2356



THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	18	51	12	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 15 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

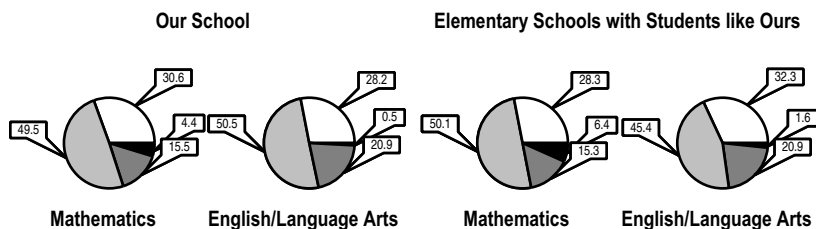
FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Average	N/A
2002	Average	Average	N/A
2003	Average	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	27	57	35
Percent satisfied with learning environment	92.0%	87.3%	79.4%
Percent satisfied with social and physical environment	100.0%	84.2%	64.7%
Percent satisfied with home-school relations	38.5%	86.0%	81.8%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	234	100.0	28.2	50.5	20.9	0.5	21.4	17.6
Gender								
Male	124	100.0	30.8	55.1	14.0	N/A	14.0	17.6
Female	110	100.0	25.3	45.5	28.3	1.0	29.3	17.6
Racial/Ethnic Group								
White	77	100.0	17.4	55.1	27.5	N/A	27.5	17.6
African-American	145	100.0	33.6	48.4	17.2	0.8	18.0	17.6
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	10	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	208	100.0	26.6	50.5	22.3	0.5	22.8	17.6
Disabled	26	100.0	40.9	50.0	9.1	N/A	9.1	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	234	100.0	28.2	50.5	20.9	0.5	21.4	17.6
English Proficiency								
Limited English proficient	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	230	100.0	27.2	51.0	21.3	0.5	21.8	17.6
Socio-Economic Status								
Subsidized meals	174	100.0	31.4	47.7	20.3	0.7	20.9	17.6
Full-pay meals	60	100.0	18.9	58.5	22.6	N/A	22.6	17.6

Mathematics								
All students	234	100.0	30.6	49.5	15.5	4.4	19.9	15.5
Gender								
Male	124	100.0	33.6	49.5	12.1	4.7	16.8	15.5
Female	110	100.0	27.3	49.5	19.2	4.0	23.2	15.5
Racial/Ethnic Group								
White	77	100.0	23.2	46.4	20.3	10.1	30.4	15.5
African-American	145	100.0	35.2	51.6	11.7	1.6	13.3	15.5
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	10	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	208	100.0	27.7	51.1	16.8	4.3	21.2	15.5
Disabled	26	100.0	54.5	36.4	4.5	4.5	9.1	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	234	100.0	30.6	49.5	15.5	4.4	19.9	15.5
English Proficiency								
Limited English proficient	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	230	100.0	30.2	50.0	15.3	4.5	19.8	15.5
Socio-Economic Status								
Subsidized meals	174	100.0	32.0	50.3	15.0	2.6	17.6	15.5
Full-pay meals	60	100.0	26.4	47.2	17.0	9.4	26.4	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	68	N/A	26.5	39.7	33.8	N/A	33.8
	Grade 4	62	N/A	22.4	65.5	12.1	N/A	12.1
	Grade 5	70	N/A	30.8	52.3	15.4	1.5	16.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	77	100.0	24.6	47.8	26.1	1.4	27.5
	Grade 4	91	100.0	27.8	48.1	24.1	N/A	24.1
	Grade 5	66	100.0	32.8	56.9	10.3	N/A	10.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	68	N/A	42.6	44.1	7.4	5.9	13.2
	Grade 4	62	N/A	32.2	32.2	25.4	10.2	35.6
	Grade 5	70	N/A	42.4	50.0	6.1	1.5	7.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	77	100.0	29.0	56.5	11.6	2.9	14.5
	Grade 4	91	100.0	21.5	53.2	17.7	7.6	25.3
	Grade 5	66	100.0	44.8	36.2	17.2	1.7	19.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 463)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	0.9%	Down from 2.5%	3.2%	2.4%
Attendance rate	95.0%	Down from 95.2%	95.6%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	9.9%	Down from 14.0%	9.5%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	5.4%	Up from 4.4%	9.7%	8.0%
Older than usual for grade	0.2%	Down from 0.5%	2.0%	1.1%
Suspended or expelled	0.0%	Down from 3.0%	0.0%	0.0%

Teachers (n= 36)				
Teachers with advanced degrees	50.0%	Up from 38.9%	43.2%	50.0%
Continuing contract teachers	77.8%	No change	84.6%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	83.5%	Up from 77.9%	85.4%	86.2%
Teacher attendance rate	93.8%	Up from 92.6%	94.9%	95.3%
Average teacher salary	\$39,400	Up 11.3%	\$39,347	\$39,909
Prof. development days/teacher	8.5 days	Up from 5.0 days	12.1 days	11.4 days

School				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio	19.5 to 1	Up from 19.1 to 1	18.5 to 1	18.9 to 1
Prime instructional time	87.1%	Up from 86.5%	89.5%	89.7%
Dollars spent per pupil*	\$5,926	Down 1.0%	\$6,067	\$5,892
Percent spent on teacher salaries*	57.4%	Down from 66.6%	66.2%	66.6%
Opportunities in the arts	Fair	Down from Good	Good	Good
Parents attending conferences	98.8%	Down from 99.0%	99.0%	99.0%
SACS accreditation	no	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

This has been an exciting year for the students and teachers at Joseph S. Shanklin Senior Elementary. Our students made significant progress in all academic areas.

Our major focus was in the areas of reading, writing and math instruction. All teachers participated in staff development training that was designed to improve writing instruction across the curriculum. Training was also provided in the implementation and use of the Everyday Mathematics Program. The school-wide implementation of the 100 Book Challenge Program has created much enthusiasm and excitement. This program provides all students daily access to reading materials at their independent reading level. This will most definitely boost reading achievement.

Primary-level students with deficiencies in reading and math were the targeted population for our after-school program. Those attending experienced significant gains in both areas.

Technology continues to be an integral part of our curriculum. Our teachers have become adept in integrating technology into classroom instruction. Students at all levels are becoming skilled in the use of technology.

We are most appreciative of the work being done by our PTO and School Improvement Council. The PTO funded a new sound system for our multipurpose room. The School Improvement Council funded a walkway for the courtyard.

Joseph S. Shanklin Senior Elementary is a place where students and teachers pride themselves on excellence.

Rita B. Smith, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.